



St. Ethelbert's Catholic Primary School **Visitor Policy**

"I serve Jesus with my body, heart, mind and soul."

Serviam means 'I serve'. Jesus Christ has taught us, 'it is more blessed to serve than to be served'. At St Ethelbert's school, following our Catholic faith, we serve the whole person – mind, heart, body and soul.

Body – because we care for our wellbeing, our parish neighbourhood and our environment.

Heart – because we teach love and respect for all.

Mind – because we believe in excellent education.

Soul – because we learn to pray and become closer to God as his children.

The following policies support each other in the safeguarding of children at St. Ethelbert's:

Safeguarding Policy

Prevent Policy

E-safety Policy

Whistleblowing Policy

Who is a visitor?

A visitor is any person who comes into a school to take part in the delivery of the teaching programme. Individual visitors may be people such as the school nurse, a charity worker, services safety and information speaker, police officer, or a Theatre in Education company. Another type of visitor is someone who may have a personal experience to share or open up a different culture or faith. **Visitors must not be in breach of the school's Safeguarding Policy or Prevent Policy.**

What are the benefits of using visitors ?

Visitors are appreciated by pupils and teachers. A visitor can:

- bring a new perspective to the subject
- offer specialised knowledge, experience and resources;
- form a friendly link to the community and make local services more accessible;
- add variety to the curriculum;
- give support to teachers.

What is good practice?

A visit should always complement the current programme and should never substitute or replace teacher-led curriculum. The visitor should have clear agreed aims, based upon school guidance. It should be supported by the school policies – developed through wide consultation, implemented, monitored and evaluated for impact:

Confidentiality issues

Teachers are not bound by law to either maintain or break confidentiality with a pupil. It is considered to be good practice:

- for schools to develop an agreed policy on confidentiality;
- to ensure that all staff, pupils and their parents understand the policy ;
- to not promise a pupil absolute confidentiality ;
- to not break a pupil's confidence without first informing him or her;

- to ensure that a pupil does not have to repeat a disclosure and thus cause unnecessary distress.

They are advised to comply with school policy and/or the head teacher's instruction, and to use their professional judgment.

Professional guidelines and confidentiality

Nurses and counselors work within professional guidelines when working individually and more personally with a patient or client. It is generally agreed that a visitor to a classroom should work within the school Confidentiality Policy but should work within their own professional guidelines when working individually with pupils. Visitors or visiting organizations may want to negotiate alternative arrangements directly with the school. Schools and visitors are advised to clarify their positions on confidentiality prior to an outside visitor working with pupils.

Checklist for schools organising the use of external contributors

When planning for the use of outside visitors a school should ensure that:

- they are clear about the desired learning outcomes before deciding who is best able to help them achieve them
- the outside visit is integrated into the school's programme, rather than being an isolated event and that appropriate preparatory and follow-up work has been planned
- the outside visitors are competent educators and do not provide input outside their area of expertise
- where possible, pupils are involved in the preparatory and follow-up work e.g. writing innovations and thanks you letters
- the content of lessons is negotiated to ensure that it meets the needs of the pupils
- the visit is grounded in a pupil-centered approach to learning, which may involve assessing educational needs
- all outside visitors are fully aware of the school's values and approach to PSHE, the SRE and other relevant policies, including those covering confidentiality, disclosure and child protection, to ensure that their approach is consistent with that of the school
- all outside visitors are aware of their roles, responsibilities and boundaries, i.e. that they work to the professional boundaries of the teacher when taking part in curriculum activities
- the value of the outside visits is assessed through pupil feedback and evaluation. This information should be shared and used to inform future work.

Any visitor to the school who has unsupervised access to children or who works in the school on a regular basis will be subject to Criminal Record Bureau (CRB) checks. Given that most external contributors will come to the school infrequently and will not be left in sole charge of pupils, CRB checks will not normally be required. An external contributor who has not had a CRB check should **not** be left in sole charge of a pupil or pupils. In all instances, whether or not the external contributor is CRB-checked, **it is strongly recommended** that a teacher is present in the classroom for the whole of each lesson, so that they can maintain responsibility for class discipline and devise follow-up work to reinforce pupils' learning.

Checklist of points for discussion between teachers and external visitors.

	Discussed (✓)
The role of the teacher and of the visitor	
The age and nature of the group/class, e.g. ability, ethnicity, gender, sexuality, religion, individual special circumstances.	
Any relevant issues re SEN	
Child protection and confidentiality issues	
Seating Plans, groupings etc.	
Ground rules usually followed in the lesson	
How the visitor input fits into the scheme of work or lesson plan	
What are the intended outcomes for the lesson	
How will you assess learning and evaluate the input	
What activities, resources and materials will be used	
What equipment will be required and who will supply it.	

Learning and Teaching in a Healthy School:

In a Healthy School you would expect:

- relationships between pupils and adults to be positive and respectful
- cooperative and respectful behaviour among pupils
- high expectations regarding behaviour and learning

- a culture that is supportive of creativity and risk-taking, and understands the learning in making mistakes

The outside visitors and teacher to be:

- punctual and well prepared
- aware of, and giving value to, diversity and difference in society, whether or not it is reflected in the class
- clear and decisive
- good listeners
- good role models
- supportive of each other.

**Headteacher
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